

To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

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Abstract:

The present study aimed to study the influence of gender (Male and Female) and family structure (Joint and Nuclear) on emotional intelligence of college students during and after covid-19 pandemic. The study used descriptive survey method of research. Random sampling method was used in the study. The sample consists of 107 college students (51 from joint family, 56 from nuclear family) among which also 69 were males and 38 were females selected through proportional allocation from the total 20 colleges from two districts, Srinagar and Budgam in Kashmir. The data were collected online through Google form using Emotional Intelligence scale-by Hyde Pethe and Dhar (2001). The data was analyzed with the help of 2 x 2 factorial design ANOVA. The results showed that majority of college students have the average level of emotional intelligence. Also the results indicated that there was no significant influence of gender, family structure and their interaction on emotional intelligence of college students during and after covid-19 pandemic.

Keywords: College students, Covid-19, Emotional intelligence, Family structure and Gender

Introduction

Emotional Intelligence (EI) has been defined as the ability to control emotions by motivating the regulation of emotions, rather than responding in an aggressive and exaggerated manner. EI is considered to be a strong indicator of mental health and well-being and can play a role in balancing students' mental abilities, personal and social relationships, academic performance, and psychological well-being. EI enables individuals to apply appropriate methods to better understand, express, and transfer emotions, regardless of the positive or negative feelings they may experience. Emotional intelligence is an emerging topic for educational, psychological and management studies. The concept is rooted in the understanding of emotions of self, helping oneself to direct the emotional reactions and labeling the experiences of different emotions and helping others to understand and help people to channelize their emotions (Bliss, 2005). Emotional intelligence is one of the factors that influence stress in adolescents (Campbell & Ntobedzi, 2007).

Emotional intelligence is a type of intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990; JD & P., 1993). It also refers to tackling emotional upsets, adapting ways and capacity to avoid emotional exhaustion such as stress, emotional self-control, burnout and learning to avoid the negativity of emotions and handling egoism (Sala, 2002; Chandra and Mathur, 2016, p. 231). Emotional intelligence is needed by individuals, especially teenagers (Asyik, Ismanto, & Babakal, 2015). Emotionally intelligent people are self-aware, able to control their emotions well from overwhelming stress, depression, anxiety, or anger and delay their enjoyment in pursuit of long-term rewards, rather than being overhauled by immediate desires. The Goleman model holds that emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others. Emotional Intelligence is described as ability to perceive, express, understand, motivate, control, and regulate emotion (Goleman,1995).According to Salovey et al. parents who are emotionally sensitive to their children's emotional needs usually have emotionally intelligent children.

The corona virus disease 2019 (COVID-19) is an infectious disease that has disrupted the lives of individuals world-wide, now not solely bodily however emotionally in the shape of panic attacks, obsessional behavior and fear. The Covid-19 pandemic spreads throughout the world and causes overall concern, fear, and stress all of these are natural and normal reactions to circumstances that suddenly change (World Health Organization, 2020). The COVID-19 pandemic presents with anxiety, especially in affected countries, and the media has a great influence on people mental health (Al-Rabiaah et al., 2020). The impact of the pandemic was very rapid and widespread, resulting in the establishment of lockdowns in various countries. So government around the world has closed all the educational institutions to control the spread of disease, which is creating a direct impact on students learning process. In the school setting teaching and learning activities are shifted to learning from home. Online learning activities affect the mental health of students. Students in various parts of the world experience un-stability during the Covid-19 pandemic. (Abdullah, 2020; Jawahir Gustav Rizal, 2020). There is a severe short-term disruption that has been felt by families across the globe. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. Family environment where the foundations of emotional intelligence are first laid is a setting the child grows up and acquires some information relating to life. Family environment bearing healthy and high quality characteristics affects the development of the child in many ways like ego concept of the child and his/her emotional and social development. Social status of the parents, the residence, relations within the family, the number of siblings and the relations among the siblings determine the characteristics of the family environment. Wiltfang et al. (1990) have defined the family environment so that the definition will cover the characteristics determining the social status of the parents like educational level, occupational status and professions of the parents as well as the quality of the residence, working conditions of the parents and relations of the siblings. Family combine individuals through the bond of kinship. A family is a community of blood related social organization which binds each and every member with sincere attitudes, cultural values, emotional attachment and psychological well-being. It is the place, where children learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. In the words of Burgess and Locke (1976), "Family is a group of persons united by the ties of marriage, blood or adoption consisting of a single household

To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

interacting and inter communicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture.” It is a set of human beings related to each other in a non-professional manner, giving rise to a concrete cohesion within the family. Love, care, and affection are the most prominent human values, which are responsible for keeping these bonds of relationships within a family. Grolnick et. al. (1994) define the environment in which the family lives as a setting of learning which has vital effects on the child. The child is affected by the sources of the family environment to a great degree while gaining experiences relating to life. The structure of family can be seen broadly as of two types in India. A joint family is a family consisting of two or more nuclear families living together.

Rationale of the study

The outbreak of COVID-19 affected the lives of all sections of society as people were asked to self-quarantine in their homes to prevent the spread of the virus. The social distance and the security measures have affected the relationship among people and their perception of empathy toward others. This has greatly affected the social relationships among people. The lockdown had serious implications on mental health, resulting in psychological problems including frustration, stress, and depression. As said COVID-19 has affected all aspects of our lives the education industry has not been left out as well the impact of COVID-19 on student life is visible. Whether it is the personal life of students or the environment of colleges, corona virus pandemic has changed things that were never thought of before. COVID-19 has caused the emotional disintegration among general people especially among the college students, researches have shown that people become vulnerable to many mental health and emotional problems during COVID-19 pandemic like anxiety, stress, frustration and fear of death. Emotional intelligence is the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. The extent and degree of this construct in humans determine their stability in unwanted and untoward and unfavorable environmental situations. In addition to this, family is the informal agency where the students of all ages spend most of their time, so role of family in stabilizing and regulating the emotions and behavior of college going students is of utmost importance. Family whether nuclear or joint can help college going students to control and stabilize their emotions by passing on their experiences to them. This study influence of gender and family structure and their interaction on emotional intelligence of college students during and after COVID-19 pandemic will help the administrators and educational stakeholders to address the ongoing prevalent issues in the education setup.

Objectives

1. To study the different levels of emotional intelligence of college students during and after covid-19 pandemic.
2. To study the influence of gender, family structure and their interaction on emotional intelligence of college students during covid-19 pandemic.
3. To study the influence of gender, family structure and their interaction on emotional intelligence of college students after covid-19 pandemic.

Hypothesis

1. There is no significant influence of gender, family structure and their interaction on emotional intelligence of college students during covid-19 pandemic.
2. There is no significant influence of family structure, gender and their interaction on emotional intelligence of college students after covid-19 pandemic.

Methodology

The method employed for the present study is descriptive survey method of research.

Population

The population for the present study consists of the whole under-graduate college students of the two districts namely Srinagar and Budgam. There were a total of 20 under-graduate colleges in the two districts among which Srinagar district has 13 under-graduate colleges and Budgam district has 07 under-graduate colleges affiliated to the University of Kashmir and Cluster University Srinagar.

Sampling

The sample for the present study were selected randomly during Covid-19 pandemic which consists of 132 college students. Among which 68 students were from nuclear family while as 64 students were from joint family. Further among which 78 were male students and 54 were female students. All the students were considered as a sample of the study. The investigator selected 06 colleges from two districts according to the proportional allocation of the population. Thus from Srinagar district 04 colleges were selected while as from Budgam district 02 colleges were selected. However, 12 students from nuclear family group and 13 students from joint family group dropped out during the after Covid-19 sampling. As only those students were considered as a sample of the study who were present both during and after Covid-19 pandemic. The final sample for the present study consists of 107 college students. Among which 56 students were from nuclear family while as 51 students were from joint family. Further among which 69 were male students and 38 were female students. An online interaction was done with the students. Further the data required for measuring the emotional intelligence was collected by using the same platform. The distribution of the sample is gives under the following Figure.

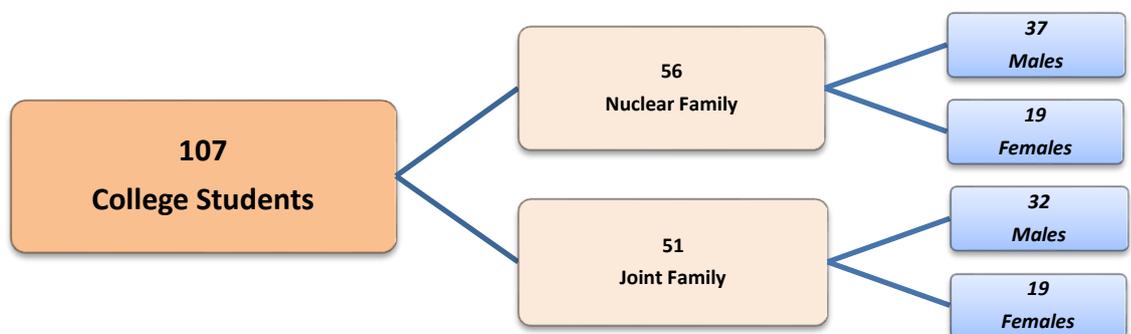


Fig. 1: Distribution of the sample

To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

Tool used

In the present study, the investigator used the Emotional Intelligence Scale standardized by Hyde et al (2001). The final form of the scale consists of 34 items. The scale comprises of ten factors viz: Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value-orientation, Commitment and Altruistic behaviour. It is a five point rating scale. The weightage given to each item is as Strongly Agree, Agree, Neutral, Disagree & Strongly Disagree. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The co-efficient of correlation was computed through split-half method of reliability and was found to be 0.88. Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the co-efficient of reliability (Garrett, 1981), the reliability index was calculated which indicated high validity on account of being 0.93.

Statistical Techniques used

The objective wise statistical techniques used in the present study are as under:

1. In order to study the different levels of emotional intelligence of college students during and after Covid-19 pandemic mean and percentage was used.
2. In order to study the influence of gender, family structure and their interaction on emotional intelligence of college students during covid-19 pandemic 2 x 2 factorial design ANOVA was used.
3. In order to study the influence of gender, family structure and their interaction on emotional intelligence of college students after covid-19 pandemic 2 x 2 factorial design ANOVA was used.

Analysis and Interpretation

By keeping in view the objectives of the study, the researcher studied the levels of Emotional Intelligence of college students during and after Covid-19 on the basis of gender and family structure. Details pertaining to the analysis are being given as follows.

Level of Emotional intelligence among college students during Covid-19 pandemic

In order to explore the level of Emotional Intelligence among college students during Covid-19 pandemic, the investigator calculated and divided the Emotional Intelligence Scale into three groups as per norms given in the manual as Low Emotional Intelligence (LEI), Average Emotional Intelligence (AEI) and High Emotional Intelligence (HEI). The results pertaining to different levels of Emotional Intelligence of the college students during Covid-19 pandemic have been presented in the following Table.

Table 1.

Levels of Emotional Intelligence of College Students during Covid-19 Pandemic

Emotional Intelligence Levels	Frequency	Percentage
Low Emotional Intelligence (LEI)	31	29 %

Average Emotional Intelligence (AEI)	54	50.5 %
High Emotional Intelligence (HEI)	22	20.5 %
Total	107	100 %

From the Table 1, it is evident that 29 % college students during Covid-19 pandemic have Low Emotional Intelligence, 50.5 % have Average Emotional Intelligence and 20.5 % have High Emotional Intelligence. It means the majority of college students falls in the average level of emotional intelligence. The result of the above table has been presented graphically through the figure 2.

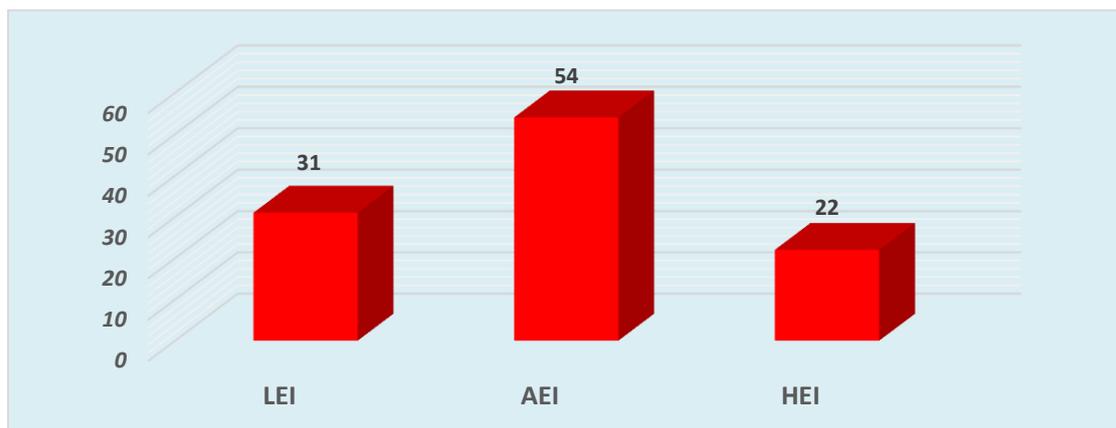


Fig. 2. Levels of Emotional Intelligence of College Students during Covid-19 Pandemic

Level of Emotional Intelligence among college students after Covid-19 pandemic

In order to explore the level of Emotional Intelligence among college students after Covid-19 pandemic, the investigator calculated and divided the Emotional Intelligence Scale into three groups as per norms given in the manual as Low Emotional Intelligence (LEI), Average Emotional Intelligence (AEI) and High Emotional Intelligence (HEI). The results pertaining to different levels of Emotional Intelligence of the college students after Covid-19 pandemic have been presented in the following Table.

Table 2.

Levels of Emotional Intelligence of College Students after Covid-19 Pandemic

Emotional Intelligence Levels	Frequency	Percentage
Low Emotional Intelligence	39	36.4%
Average Emotional Intelligence	43	40.2%
High Emotional Intelligence	25	23.4%
Total	107	100%

From the Table 1, it is evident that 36.4 % college students after Covid-19 pandemic have Low Emotional Intelligence, 40.2% have Average Emotional Intelligence and 23.4 % have High Emotional Intelligence. It means the majority of college students falls in the average level of emotional intelligence. The result of the above table has been presented graphically through the figure 3.

To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

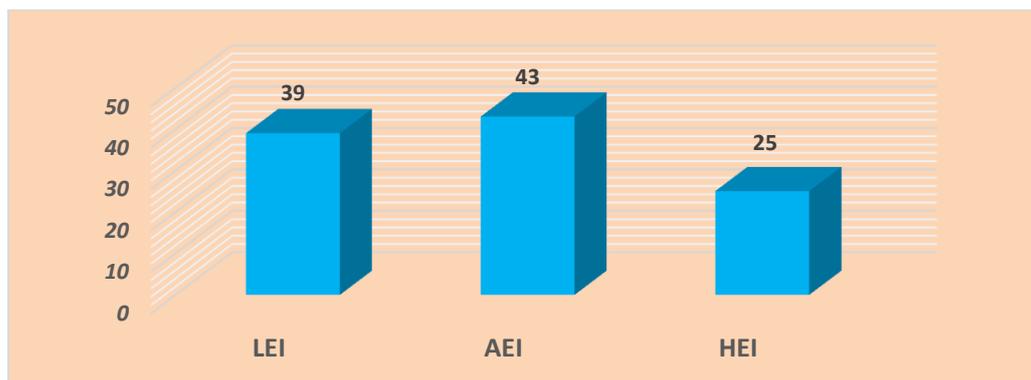


Fig. 3. Levels of Emotional Intelligence of College Students after Covid-19 Pandemic
To study the influence of gender, family structure and their interaction on emotional intelligence of college students during covid-19 pandemic

The second objective of the present study was to study the influence of gender, family structure and their interaction on emotional intelligence of college students during covid-19 pandemic. In order to analyze this objective, 2 x 2 factorial design ANOVA was used. The results related with this objective are given in the table 3.

Table 3
Summary of 2 x 2 factorial design ANOVA of the influence of gender, family structure and their interaction on emotional intelligence of college students during covid-19 pandemic

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	509.522	1	509.522	.970	.327
Family Structure	299.347	1	299.347	.570	.452
Gender x Family Structure	239.617	1	239.617	.456	.501
Error	54122.913	103	525.465		
Total	1658541.000	107			

Influence of gender on emotional intelligence of college students during covid-19 pandemic

From table 3, it can be seen that the adjusted F-value for Gender is 0.970 whose level of significance value is 0.327 with df (1, 107), therefore it is not significant at 0.05 level of significance. This shows that the adjusted mean score of Emotional Intelligence of the Male group does not differ significantly from Female group. Thus, the null hypothesis that ‘There is no significant influence of gender on Emotional Intelligence of college students during Covid-19 pandemic was not rejected at 0.05 level of significance. Therefore, it can be concluded that the emotional intelligence of college students during Covid-19 pandemic is independent of gender of students.

Influence of family structure on emotional intelligence of college students during covid-19 pandemic

From table 3, it can be seen that the adjusted F-value for Family structure is 0.570 whose level of significance value is 0.452 with df (1, 107), therefore it is not significant at 0.05 level of significance. This shows that the adjusted mean score of Emotional Intelligence of the Joint Family group does not differ significantly from Nuclear Family group. Thus, the null hypothesis that ‘There is no significant influence of family structure on Emotional Intelligence of college students during Covid-19 pandemic was not rejected at 0.05 level of significance. Therefore, it can be concluded that the emotional intelligence of college students during Covid-19 pandemic is independent of the family structure of students.

Influence of Interaction between Gender and Family Structure on emotional intelligence of college students during covid-19 pandemic

From table 3, it can be seen that the adjusted F-value of the influence of Interaction between Gender and Family structure on emotional intelligence of college students during covid-19 pandemic is 0.456 whose level of significance value is 0.501 with df (1, 107), therefore it is not significant at 0.05 level of significance. This shows that the adjusted mean score of the influence of Interaction between Gender and Family structure on emotional intelligence of college students during covid-19 pandemic does not differ significantly. Thus, the null hypothesis that ‘There is no significant influence of Interaction between Gender and Family structure on emotional intelligence of college students during covid-19 pandemic’ was not rejected. Thus it can be concluded that the emotional intelligence of college students during covid-19 pandemic is independent of the influence of Interaction between Gender and Family structure.

In order to find out the significant difference in the means of emotional intelligence of college students during covid-19 pandemic on the basis of gender and family structure, the post hoc analysis was performed and results has been presented in the table 4.

Table 4.
Group wise Mean and Standard Error

Gender	Family Structure	Mean	Standard Error
Male	Joint Family	124.250	4.052
	Nuclear family	117.622	3.769
Female	Joint Family	125.684	5.259
	Nuclear family	125.316	5.259

From the Table 4, it is clear that there is no significant influence of Gender on Family Structure of college students during Covid-19 pandemic. As the adjusted Mean scores of Male students in Emotional Intelligence of Joint Family Group is 124.250 with std. error 4.052 while that of Nuclear Family group is 117.622 with std. error 3.769 which is slightly different but not a significant statistical difference. On the other hand, the adjusted Mean scores of Female students in

To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

Emotional Intelligence of Joint Family Group is 125.684 with std. error 5.259 while that of Nuclear Family group is 125.316 with std. error 5.259 which is same. It may, therefore, be said that no significant influence of Gender on Family Structure of college students was found during Covid-19 pandemic. This has been represented graphically as follows:

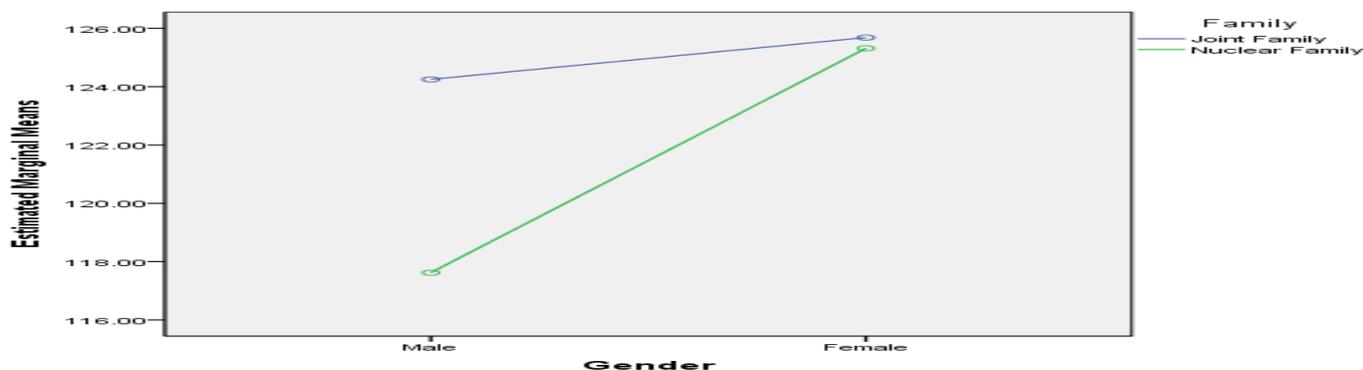


Fig.4. Estimated marginal Means of emotional intelligence of college students during covid-19 pandemic

To study the influence of gender, family structure and their interaction on emotional intelligence of college students after covid-19 pandemic

The third objective of the present study was to study the influence of gender, family structure and their interaction on emotional intelligence of college students after covid-19 pandemic. In order to analyze this objective, 2 x 2 factorial design ANOVA was used. The results related with this objective are given in the table 5.

Table 5
Summary of 2 x 2 factorial design ANOVA of the influence of gender, family structure and their interaction on emotional intelligence of college students after covid-19 pandemic

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	293.928	1	293.928	.848	.359
Family Structure	617.394	1	617.394	1.780	.185
Gender x Family Structure	2.899	1	2.899	.008	.927
Error	35718.664	103	346.783		
Total	1624404.000	107			

Influence of gender on emotional intelligence of college students after covid-19 pandemic

From table 5, it can be seen that the adjusted F-value for Gender is 0.848 whose level of significance value is 0.359 with df (1, 107), therefore it is not significant at 0.05 level of significance. This shows that the adjusted mean score of Emotional Intelligence of the Male group does not differ significantly from Female group. Thus, the null hypothesis that ‘There is no significant influence of gender on Emotional Intelligence of college students after Covid-19

pandemic was not rejected at 0.05 level of significance. Therefore, it can be concluded that the emotional intelligence of college students after Covid-19 pandemic is independent of gender of students.

Influence of family structure on emotional intelligence of college students after covid-19 pandemic

From table 5, it can be seen that the adjusted F-value for Family structure is 1.780 whose level of significance value is 0.185 with df (1, 107), therefore it is not significant at 0.05 level of significance. This shows that the adjusted mean score of Emotional Intelligence of the Joint Family group does not differ significantly from Nuclear Family group. Thus, the null hypothesis that ‘There is no significant influence of family structure on Emotional Intelligence of college students after Covid-19 pandemic was not rejected at 0.05 level of significance. Therefore, it can be concluded that the emotional intelligence of college students after Covid-19 pandemic is independent of the family structure of students.

Influence of Interaction between Gender and Family Structure on emotional intelligence of college students after covid-19 pandemic

From table 5, it can be seen that the adjusted F-value of the influence of Interaction between Gender and Family structure on emotional intelligence of college students during covid-19 pandemic is 0.008 whose level of significance value is 0.927 with df (1, 107), therefore it is not significant at 0.05 level of significance. This shows that the adjusted mean score of the influence of Interaction between Gender and Family structure on emotional intelligence of college students after covid-19 pandemic does not differ significantly. Thus, the null hypothesis that ‘There is no significant influence of Interaction between Gender and Family structure on emotional intelligence of college students after covid-19 pandemic’ was not rejected. Thus it can be concluded that the emotional intelligence of college students after covid-19 pandemic is independent of the influence of Interaction between Gender and Family structure.

In order to find out the significant difference in the means of emotional intelligence of college students after covid-19 pandemic on the basis of gender and family structure, the post hoc analysis was performed and results has been presented in the table 6.

Table 6.
Group wise Mean and Standard Error

Gender	Family Structure	Mean	Standard Error
Male	Joint Family	123.031	3.292
	Nuclear family	118.351	3.061
Female	Joint Family	126.842	4.272
	Nuclear family	121.474	4.272

From the Table 6, it is clear that there is no significant influence of Gender on Family Structure of college students after Covid-19 pandemic. As the adjusted Mean scores of Male

To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

students in Emotional Intelligence of Joint Family Group is 123.031 with std. error 3.292 while that of Nuclear Family group is 118.351 with std. error 3.061 which is slightly different but not a significant statistical difference. On the other hand, the adjusted Mean scores of Female students in Emotional Intelligence of Joint Family Group is 126.842 with std. error 4.272 while that of Nuclear Family group is 121.474 with std. error 5.4.272 which is same. It may, therefore, be said that no significant influence of Gender on Family Structure of college students was found after Covid-19 pandemic. This has been represented graphically as follows:

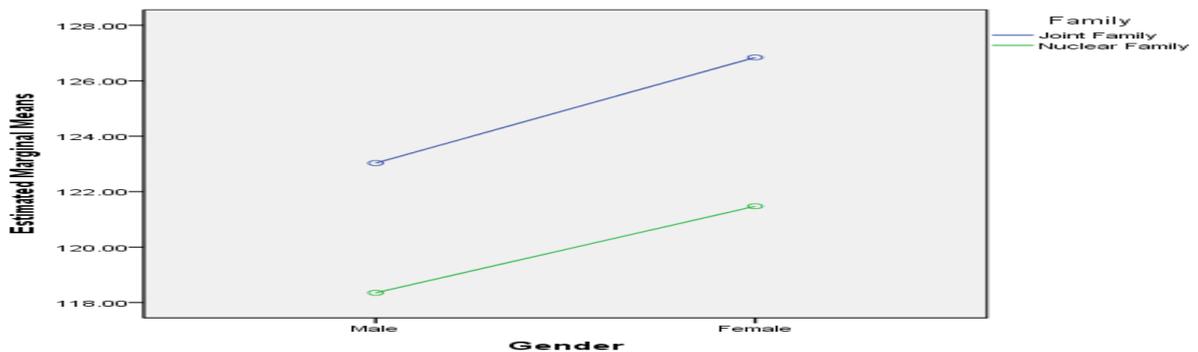


Fig.5. Estimated marginal Means of emotional intelligence of college students after covid-19 pandemic

Findings of the Study

- 29 % college students during Covid-19 pandemic have Low Emotional Intelligence, 50.5 % have Average Emotional Intelligence and 20.5 % have High Emotional Intelligence.
- 36.4 % college students after Covid-19 pandemic have Low Emotional Intelligence, 40.2% have Average Emotional Intelligence and 23.4 % have High Emotional Intelligence.
- The emotional intelligence of college students during & after Covid-19 pandemic is independent of the influence of gender of students.
- The emotional intelligence of college students during& after Covid-19 pandemic is independent of the influence of family structure of students.
- The emotional intelligence of college students during& after covid-19 pandemic is independent of the influence of Interaction between Gender and Family structure.

Conclusion

The findings of the present study shows that gender does not influence emotional intelligence of college students during and after COVID-19 pandemic. This study also revealed that family structure does not influence emotional intelligence of college students during and after COVID-19 pandemic. Therefore, it can be concluded that the emotional intelligence of college students during and after Covid-19 pandemic is independent of the influence of gender and family structure of students.

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Conflict of Interests

The author declared no conflict of interest.

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To Study the Influence of Gender and Family Structure on Emotional Intelligence of College Students During and After Covid-19 Pandemic

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